

About the Contributors

Alípio Casali, Filósofo. Mestre e Doutor em Educação pela Pontifícia Universidade Católica de São Paulo – PUC-SP (1989), na qual é Professor Titular do Departamento de Fundamentos da Educação e atua na Pós-Graduação em Educação/Currículo, onde coordena a Linha de Pesquisa *Currículo, Conhecimento, Cultura*. Pós-Doutor pela Universidade de Paris (1995). Foi membro do Conselho Municipal de Educação de São Paulo (2001-2006). Autor de diversos artigos e livros na área da educação e sobre ética nas organizações. Foi Vice-Reitor de Planejamento e Administração da PUC-SP. Foi Secretário Municipal dos Negócios Extraordinários da Cidade de São Paulo e Chefe de Gabinete da Prefeitura. É Palestrante e Conferencista em Congressos e Seminários, em diversos países. Atuou como consultor do Banco Mundial e do Programa das Nações Unidas para o Desenvolvimento.

Ana L. Cruz, a native of Brazil, completed her graduate work at the University of Tennessee-Knoxville with a Ph.D. in Education. She is Full Professor of Education and Coordinator of the Teacher Education Program at St. Louis Community College at Meramec. Ana's research interests include critical pedagogy, social justice education, multicultural/international education, and Music & Deafness. Ana was the Founding Chair of the AERA Paulo Freire SIG and she was invited to serve on the *Founding Scholars' Advisory Board* of the Paulo and Nita Freire Project for Critical Pedagogy. In addition, she is a member of the Editorial Board of the International Journal of Critical Pedagogy (IJCP) and was the *Managing Editor* of IJCP from Summer 2008 to Spring 2009.

Ramón Flecha, University of Barcelona. Doctor Honoris Causa in 2007 from the Universidad de Vest Timisoara. Main researcher of the project *INCLUDED: Strategies for Inclusion and Social Cohesion in Europe from Education* (Integrated Project, 6th Framework Programme of Research, European Commission). Amongst his various publications, *Sharing Words* stands out, which was also published in the United States and China. He has published works with authors such as Castells, Freire, Giroux, Macedo, and Touraine, and articles in journals such as the Harvard Educational Review. He has given seminars at universities such as Harvard, Montpellier and Seoul, as well as at universities in cities such as Porto Alegre.

Olgair Gomes Garcia, professora, com formação em Pedagogia, Mestrado em Currículo e Doutorado em Psicologia da Educação pela Pontifícia Universidade Católica de São Paulo. Como professora, atuou na educação infantil e no Ensino

Médio na formação de professores. Atuou como Coordenadora Pedagógica em escolas privadas e pública. Foi Professora nos cursos de Pedagogia e Licenciatura na Universidade Católica de São Paulo durante 11 anos. Atualmente atua como professora de Didática em cursos de Pós Graduação no Instituto Superior de educação do CEVEC (São Paulo) e Guarulhos e presta assessoria em Secretarias de Educação em Projetos de Formação do Educador. Organizou o livro *Poetizando Paulo Freire*, publicado pela Secretaria Municipal de Educação de São Paulo em 2001, por ocasião dos 80 anos de Paulo Freire. Tem vários artigos publicados em Revistas de Educação no Brasil.

Venício A. de Lima, Ph.D. em Communications (1979) pelo Institute of Communications Research da University of Illinois at Urbana-Champaign, é professor titular de Ciência Política e Comunicações da Universidade de Brasília. Ele é autor, dentre outros, de *Comunicação e Cultura: as ideias de Paulo Freire*; 2a. edição revista com Prefácio de Nita Freire, EdUnB/Perseu Abramo, 2011.

Donaldo Macedo is a Cape Verdean-American critical theorist, linguist, and expert on literacy and education studies. Macedo is professor of English and a Distinguished Professor of Liberal Arts and Education at the University of Massachusetts Boston, where he is also the Chair of the Applied Linguistics Master of Arts Program. He was an early animator along with Henry Giroux, Stanley Aronowitz, Linda Brodkey, and bell hooks in the launching of what is now called critical pedagogy by translating Freire's book, *The Politics of Education: Culture, Power, and Liberation* (1985). This book was soon followed by his coauthored book with Paulo Freire, *Literacy: Reading the World and the Word*. Macedo became the editor at Bergin & Garvey of the *Series in Language and Ideology* where he published many critical writers. He also published Paulo Freire, Noam Chomsky, and Howard Zinn in his *Critical Perspectives Series* with Rowman & Littlefield Publishers and his *Series in Critical Narratives* with Paradigm Publishers respectively.

Peter McLaren is the author, co-author, editor and co-editor of approximately forty five books. Hundreds of his articles, chapters, interviews, reviews, commentaries and columns have appeared in dozens of scholarly journals and professional and popular magazines. In 2005, a group of Mexican scholars and activists established *La Fundacion McLaren* to promote the development of critical pedagogy throughout Latin America. In 2011, the same group created *Instituto Peter McLaren de Pedagogia Critica* to offer a doctorate in critical pedagogy and popular education taught by educationalists from Mexico, Cuba, Colombia and the United States. A special Peter McLaren Chair (*Catedra Peter McLaren*) was

established at La Universidad Bolivariana de Venezuela in Caracas on September 15, 2006. A former member of the Industrial Workers of the World, Professor McLaren's scholarship and activism seeks to promote a "philosophy of praxis" within the Marxist humanist tradition. Peter McLaren is Professor of Education at University of California, Los Angeles.

Marcos Reigota obtained his PhD from the Catholic University of Louvain, Belgium, and was a post-doctoral researcher at Geneva University. He received research grants from the DAAD, Germany (Social Research Institute of Frankfurt), The Japan Foundation (Sophia University and Josai International University), and from academic foundations of Belgium, Brazil and Spain. He is Honorary Member of the Mexican Environmental Education Academy. Since 1998 he is professor at the University of Sorocaba and since 2008 he is a researcher at CNPq (Brazilian National Council of Scientific Research). He published books and articles about Postmodern Pedagogy, Environmental Education and Cultural Studies.

Ivanilde Apoluceno de Oliveira, Doutora em Educação. Coordenadora do *Núcleo de Educação Popular Paulo Freire* da Universidade do Estado do Pará.

Walter F. de Oliveira, professor at the Federal University of Santa Catarina, Florianópolis, Brazil, graduated as MD (psychiatry) in Rio de Janeiro, and earned his Master's degree in Public Health (MPH) and Ph.D. at the University of Minnesota. He has worked for a long time with destitute populations, particularly street children, in Brazil and elsewhere. Professor Oliveira coordinates the first Master's degree in Mental Health in Brazil and two programs on humanization through the arts: *Therapists of Happiness* and *Humanizarte*. He is the editor of the *Brazilian Journal of Mental Health* and was the first president of the Brazilian Association of Mental Health. Publications include *Working with Children in the Streets of Brazil* (Haworth Press, 2000) and *Pedagogia da Solidariedade* (2009) with Paulo and Nita Freire.

Ana Maria Saul, Doutora em Educação pela Pontifícia Universidade Católica de São Paulo, onde leciona desde 1970. Coordena a Cátedra Paulo Freire, na qual desenvolve ensino e pesquisa sobre o pensamento freireano. Trabalhou com Paulo Freire na PUC/SP, durante 17 anos e na Secretaria Municipal de Educação de São Paulo, durante todo o período da gestão Paulo Freire (1989-1991), com a responsabilidade de coordenar a reorientação curricular e a formação permanente dos educadores. No momento, coordena, também, a pesquisa nacional: *O pensamento de Paulo Freire na Educação Brasileira: análise dos sistemas públicos de ensino a partir da década de 1990*. Contato: anasaul@uol.com.br.